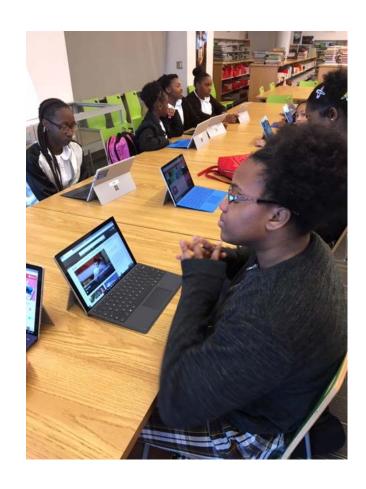




Highlights



STEM Focus

Moton Charter School's Coding Club for Girls

Girls in grades 5th-8th recently learned an aspect of coding that would teach them to create their own video game.

Highlights

OneApp will launch 11/22/2019

OneApp Application Enhancements

- Improved the Search Functionality
- Made it easier for families to put in identical applications for multiple students
- Improved language accessibility for Spanish and Vietnamese speakers
- Rebranded the application to match NOLA-Public Schools new brand, and improved the way information is displayed

Highlights

- Family Engagement and Enrolling in NOLA Public Schools
 - Parent Meetings and Transition Fairs
 - ▶ Pre-k to Kindergarten Transition
 - □ Events held at locations such as the Parenting Center @ Children's Hospital, Covenant House, Kingsley House, & Newcomb Center (Tulane)
 - ▶ Transitions Fairs for 8th to 9th grade
 - □ K8s hosting events for local high schools to engage with students and families to learn about their options
 - □ NOLA Public Schools has supported events at ARISE Academy and Lafayette Academy
 - Urban League Schools Expo- November 16th

Systemwide Needs Program Update

- Systemwide Needs Program Update
 - Per Policy DCBB, NOLA-PS has been conducting engagement with stakeholders on informing the Superintendent's proposal for the Systemwide Needs Program
 - To date, School Leaders, and members of the Parent, Teacher and Student Advisory have provided feedback on priority areas through a survey
 - Additionally, per Policy DCBB, 2 of the 3 required meetings with school leaders have been held, with plan for 2 additional engagements this month and next.

Overall Engagement Timeline and Next Steps

Planning Phase I: August 2019

- Policy voted on by board and passed
- School Leader engagement

Planning Phase II: September – October 2019

- Teacher Advisory
 Council Engagement
- Student Advisory Council Engagement
- Parent Advisory
 Council engagement
- School Leader convening #1
- Areas of focus identified

Planning Phase III: October 2019

- School Leader Convening #2
- Additional Parent Advisory Council engagement
- Areas of focus revised

Planning Phase IV: November 2019

- School Leader Convening #3 (review draft improvement plans)
- Council Updates and additional engagements
- Areas of focus revised and improvement plan drafted

Planning Phase V: December 2019 – February 2020

- School Leader Convening # 4 (tentative)
- Presentation of Improvement plans to the Board (Tentative: Dec)
- Board vote on final proposal (Tentative: January)
- Procurement process for vendors to initiate thereafter



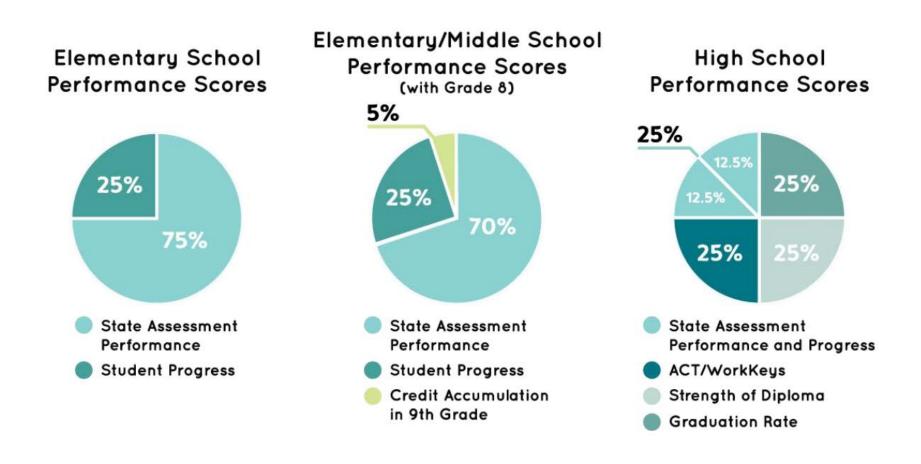
2018-19 was the first year where all former Recover School District schools were under NOLA Public Schools Authorization.



Prior to Unification, the Louisiana Department of Education issued a letter grade to the OPSB District which only included historically high performing schools and new schools that OPSB had authorized.

School & District Performance Scores (SPS/DPS) are based upon multiple measures rated by the Louisiana Department of Education (LDOE).

LDOE School Performance Score Methods, by Grade Level



The District's overall performance score increased from 2018 to 2019.

District Performance Score (DPS) Components

2019 K8 & High School Assessment Index

2019 K8 & High School Progress Index

2019 Dropout Credit Accumulation Index

2019 ACT Index

Strength of Diploma (Graduation Index)

Cohort Graduation Rate Index

2019 NOLA-PS Score DPS

67.8

C

+1.6 Improvement from 2018 to 2019

The system's improvement is driven primarily by the overall success of our high schools.

Graduation Rate Index increased from 65.6 to



Strength of Diploma Index increased from 84.5 to

89.6

Strength of Diploma assigns points based on students earning:

- Industry Based Credentials,
- Advanced Placement,
- Dual Enrollment,
- 5th year or High School Equivalency Diplomas

Nearly 3 out of 4 schools received high marks for helping students grow year over year, as measured by the Progress Index.

74%

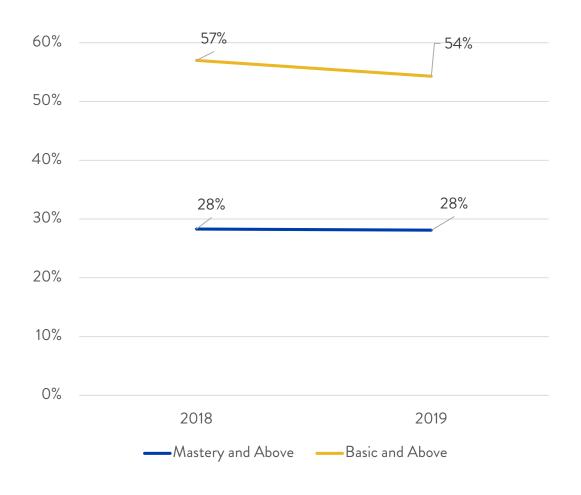
of NOLA-PS Schools Received a Progress Index Equivalent of A or B NOLA-PS Exceeded the State and Other Similar Districts for sub-groups attaining "Top Growth" status

2019 % Top Growth, By School System

Subgroup	NOLA	State	EBR	Jefferson
	-PS			
Black or African	45%	43%	44%	42%
American				
Econ.	45%	44%	44%	44%
Disadvantaged				
English Language	46%	45%	43%	42%
Learner				
Students with	43%	42%	43%	39%
Disabilities				

Yet, the District did see declines in overall achievement on LEAP assessments, especially at the k-8 level.





Change in Index Scores - 2018 to 2019

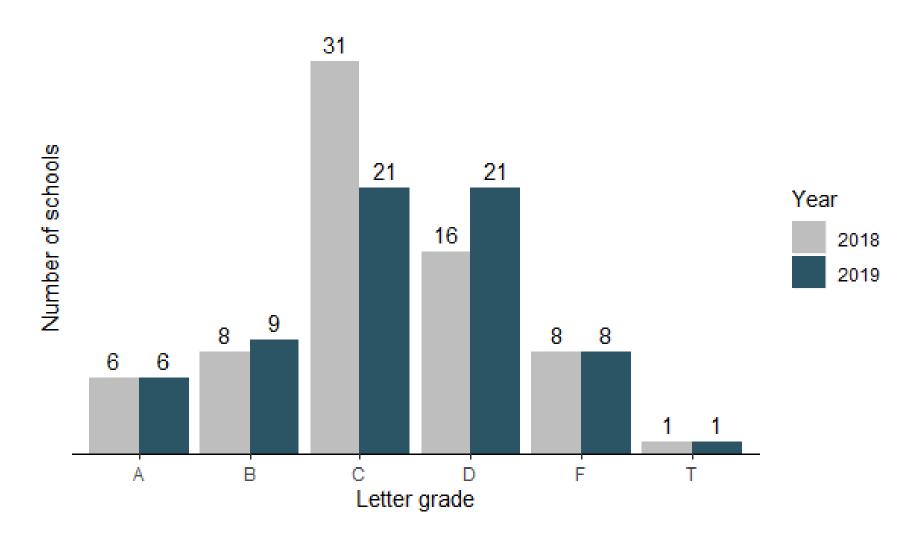
2018 K8 & High School Assessment Index 2019 K8 & High School Assessment Index

52.6

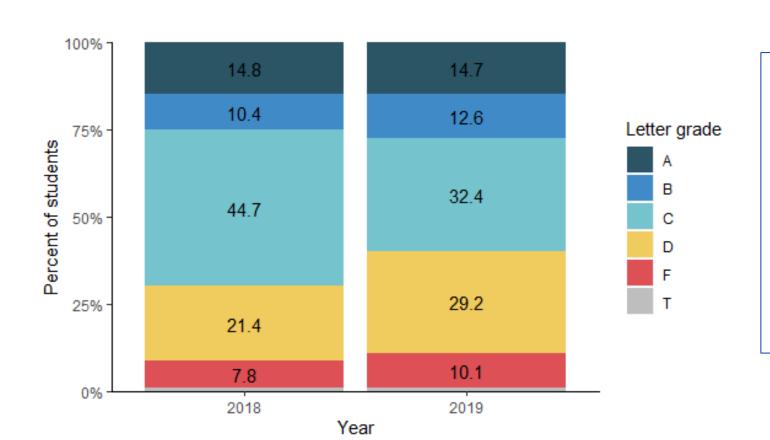
50.9

In combination, SPS results led to changes in the overall distribution of letter grades received by each NOLA Public school.

Distribution of Letter Grades Across NOLA Public Schools

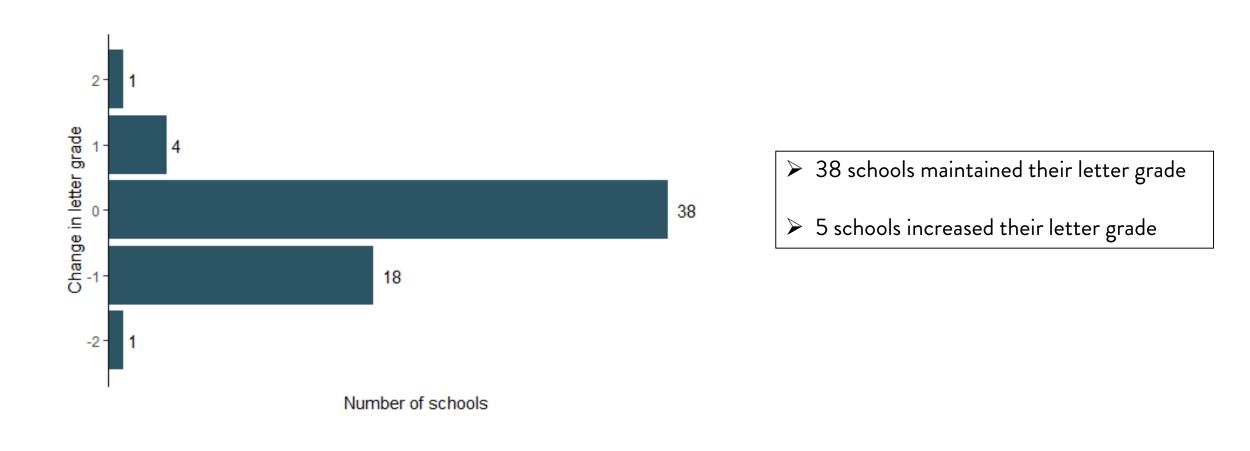


As a result of last year's performance, there were increases in the percent of students attending A and B and D and F schools.



- ➤ 26%, versus 24% of students in 2018, are now attending A or B schools
- > 8% more of students are attending a D school
- > 2% more of students are attending an F school

Yet, most NOLA Public Schools saw no change in letter grade between 2018 and 2019.



Note: Includes the 62 schools that are still open and had a non-transitional letter grade in both years.

The State has identified schools in NOLA -PS that require intervention and improvement.

Comprehensive Intervention Required (CIR)

School earned an overall letter grade of D or F for three consecutive years and/or a cohort graduation rate below 67% in the most recent year

17 Schools are Comprehensive Intervention Required

3 schools are on track to exit during 2019-20 SY

Urgent Intervention Required

School earned a subgroup score equivalent to an F for two consecutive years; school had an out-of-school suspension rate greater than twice the national average for three consecutive years

36 NOLA Public Schools are Urgent Intervention Required

9 schools are on track to exit during 19-20 SY

Local alternative schools performed near the state's best on the new school performance model.

Alternative School Performance Score Outcomes

2019 State Rank	School	2019 Letter Grade	2019 SPS
2	The NET Charter High School	С	70.5
4	Youth Study Center	С	69.9
7	The NET 2 Charter High School	С	63.7
9	ReNEW Accelerated High School	С	62

Alternative School Accountability Measures

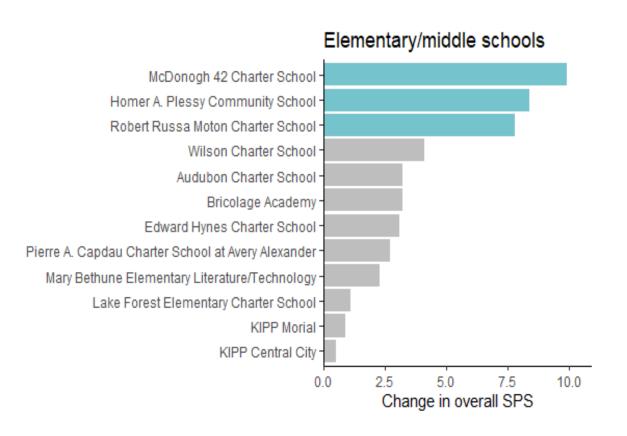
Progress Index: Measures student growth on state assessments

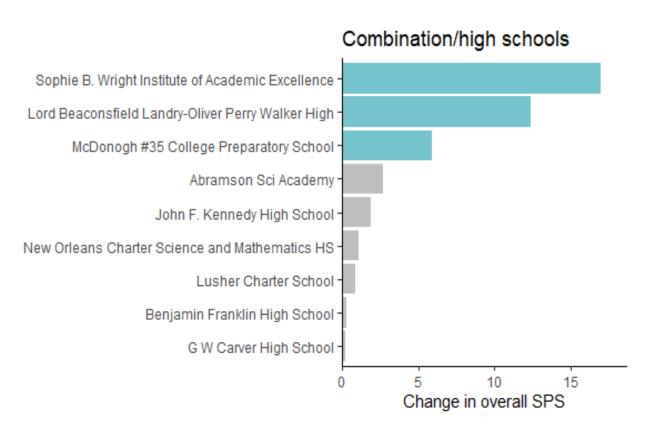
Core Credit Accumulation: Measures students staying on track while enrolled at the alternative school

Second Year Dropout/Credit Accumulation: Measures students successful transition to the next school year

12th Grade Strength of Diploma Index: Measures 12th grade students graduating with high value college or career credentials

21 schools had an increase in SPS, including 12 elementary schools and 9 high schools & 6 schools improved by more than 5 points





2019 NOLA-PS Top Gains Honorees

2019 NOLA Public Schools Top Gains Honorees

Edward Hynes Charter School
Esperanza Charter School
KIPP Renaissance
Benjamin Franklin High School
Alice M. Harte Elementary Charter School
Lusher Charter School
Lake Forest Elementary Charter School
McDonogh 42
Rosenwald Collegiate Academy
Dwight D. Eisenhower Charter School

- Earned a progress index equivalent to an 'A' and
- Did not earn any Urgent Intervention Required labels for student groups and/or discipline.



2019 NOLA-PS Equity Honorees

2019 NOLA Public Schools Equity Honorees

Warren Easton Charter School
Edward Hynes Charter School
Abramson Sci Academy
Benjamin Franklin High School
Alice M. Harte Elementary Charter School
Edna Karr High School
Lusher Charter School

Lake Forest Elementary Charter School
New Orleans Charter Science and Mathematics HS
Dwight D. Eisenhower Charter School
The Travis Hill School at the Youth Study Center

- Performed in the 90th percentile or above for students with disabilities, economically disadvantaged students, and/or English learners, and
- Did not earn any Urgent Intervention Required labels for student groups and/or discipline.

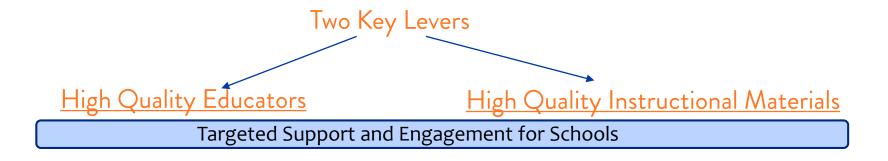




Overview of Our Current Challenges and Strategies for Improvement

- As the 2019 School Performance outcomes indicate
 - Our schools are leading the state in helping students make meaningful growth across all our sub-groups on a regular basis
 - Our high schools are also increasing their impact with students as they take Advancement Placement Tests, increasing their access to career-ready credentials, and are graduating more students who are accessing college than ever before.
- Yet, overall, student achievement on the LEAP tests has stagnated, with recent declines in 2018-2019

What supports and strategies are needed to improve academic achievement on the LEAP tests at the K8 and High School level?



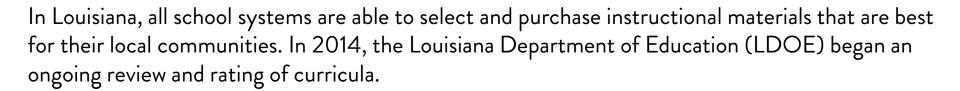
In our role as portfolio manager, we can provide a series of direct and indirect supports that impact school performance.

- Direct Support such as:
 - Emerging Systemwide Needs Program
 - Connecting schools to resources and partnerships
 - Targeted assistance and collaboration
 - School-Level engagement and assessment of needs
- Indirect Support through Strategic Partnerships in Essential Areas such as:
 - Louisiana Department of Education School Redesign and ESSA Implementation, Teacher Talent Toolkit
 - New Schools for New Orleans- Instructional Quality Initiative, teacher and leader recruitment and retention
 - Other non-profit or city agencies To provide targeted support to schools in a variety of ways (I.E. YouthForce NOLA, NOEEN, New Pathways for New Orleans, Etc.)

The LDOE's shift to high academic standards requires a shift in the curriculum used by schools to ensure alignment.

Over the past thirteen years, Louisiana has shifted to more rigorous academic standards and assessments. Academic standards define what students are expected to learn, while curriculum defines how educators will teach to ensure students learn the standards.

As a result of the shift in standards, there was a need to ensure that curriculum was fully aligned with this change.





A rating of "Tier 1" means a curriculum "meets all non-negotiable criteria and scored the best possible on all indicators of superior quality". Tier 1 has become the term synonymous with high-quality and aligned with standards.

Over the past two years due to the states "Every Student Succeeds Act" struggling schools have been incentivized to ensure they are using high-quality curriculum

Why is curriculum so important?

The Research:

- In 2012, the Brookings Institute found that a strong curriculum has a <u>measurable impact on student learning</u> and the effect may be especially pronounced for certain historically disadvantaged groups.
- Research has shown that curriculum is deeply important and can <u>substantially impact student learning</u>, <u>outcomes</u>
 and <u>results over time</u>. A study of middle school students showed the difference between a moderately-aligned
 curriculum and a misaligned curriculum equates to about eight months of additional learning.

Local Results Form Early Adopters:

Local adoption of the new curriculum last year was supported by investments made directly by the LDOE and New Schools for New Orleans.

LDOE collaborated with NSNO to ensure that as many New Orleans schools as possible were able to:

- Purchase Tier 1 curriculum before the 2018-19 school year.
- Receive implementation supports from expert vendors during the 2018-19 school year.

Together, LDOE and NSNO provided roughly

\$5 million in funding to New Orleans schools in 2018-19 for Tier 1 curriculum adoption and implementation.

LDOE

• Funded all schools identified as "struggling schools" identified based upon school performance scores i.e "Comprehensive Intervention Required" and "Urgent Intervention Required" schools

NSNO

 Funded and supported all other schools that were willing to adopt Tier 1 through the Instructional Quality Initiative (IQI)

Progress has been made across the city in schools leveraging curricular tools aligned to the more rigorous state standards.

Summary of Curriculum Adoption Overtime in New Orleans

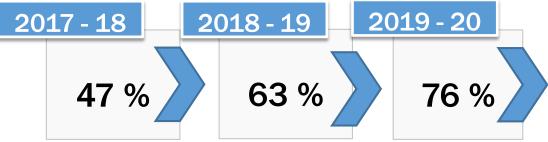
Percentage of schools:
Tier 1 ELA Curriculum

18 %

57 %

65 %

Percentage of schools: Tier 1 Math Curriculum



Percentage of schools: Vendor partnership



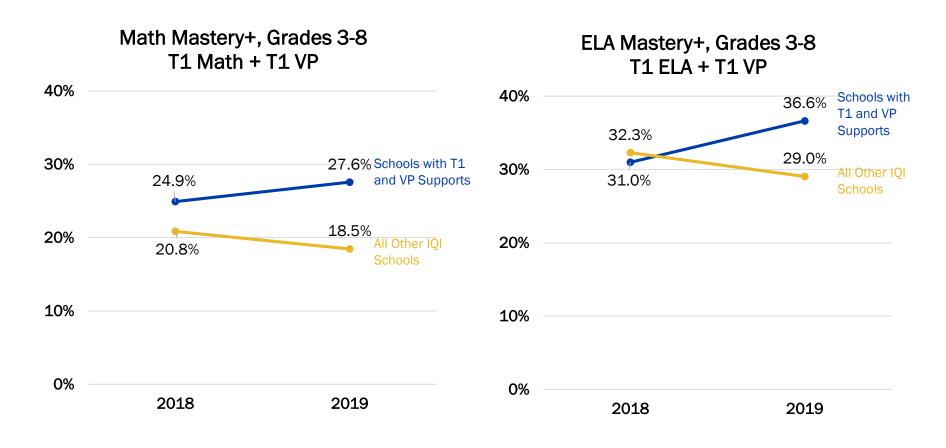
What have we learned about curriculum implementation in our city?

Based upon research conducted and collected by New Schools for New Orleans:

- > Schools made progress in adoption & initial implementation during the 18-19 school year.
 - > The majority network leaders, teachers, and support are eager to engage students with high-quality materials
 - > In the majority of classrooms observed, new materials were present and teachers where attempting to use them
- > Teachers have a significant need for ongoing training and support
 - > Only 28% of ELA classrooms and 50% of math classrooms observed were using the new materials with fidelity
 - > Additional time is needed to help teachers learn the new materials and plan for lesson implementation
- > Partnering with a vendor to support implementation was strongly correlated with improvement in student achievement.
 - Among schools that implemented a Tier 1 curriculum and partnered with a Tier 1 vendor (as identified by the state), improvements were made in % mastery in Math and ELA

Summary of outcomes, based upon partnerships and implementation of high-quality curriculum.

NSNO found strong correlation between improved LEAP proficiency performance between 2018 and 2019 and schools utilizing both Tier 1 (T1) curriculum *and* a Tier 1 vendor partner (VP).



Instructional Material Strategies (SY 19-20)

Strategy	Current Activities
Identify new and	Ensure eligible schools access state finding through the LDOE Super App to support curriculum implementation
leverage existing	NSNO offers funding through the "Instructional Quality Initiative"
resources for curricular	Identify potential new sources of dollars to support curriculum implementation
tools	
	NSNO offers "hubs" that are communities of practices led by an approved vendor partner where teachers and
	leaders focus on ELA, Math, Teacher Coaching and Special Education
Provide access to	• NOLA- PS focuses on helping schools find supports, especially those that are struggling schools, at the state or local
implementation	level
support	• Create spaces for school leaders to connect and problem-solve, as needed to support implementation and gather
	additional supports from the LDOE (i.e. local professional development opportunities)
Assess instructional	 NOLA- PS staff conduct school visits to assess instructional needs, identify challenges in implementation, and
needs of struggling	thought-partner on school-based needs
schools and provide	thought partite on school-based fleeds
support	

As schools work to improve teacher attrition and strengthen instructional practice, NOLA-PS provides universal and targeted supports to schools.

Universal Supports- Building Systemwide Expertise and Learning Opportunities in Core Areas				
Professional Development- Ongoing Collaborative Meetings	 Special Education - English Language Learners (New!) Data Management and - Deans of Culture/Discipline (New!) Test Administration - Mental Health School-Based Staff (New!) 			
Professional Development- Specific Trainings	- Trainings led or coordinated by NOLA-PS staff, such as Summer Support Institute, HS Transcripts, COMPASS, Gifted and Talented Evaluation			
Direct Staff Support: On-Call Advising and Problem-Solving	 Dedicated School Support lead for each school/network Staff address school questions; work with school-based teams as needed; track needs and identify trends; make connections across instructional or operational needs locally or at state level 			

Targeted Support for Struggling Schools

Talgeted Support for Struggling Schools		
- Staff meet with school and board leadership, review data trends, visit classrooms; and identify needs for		
improvement;		
- Ongoing-support offered across instructional or operational needs		
- Requested or required improvement plans, which may include third-party intervention		
- For F schools, increased oversight and requirements; on-site, daily monitoring and support as needed		